

## **ADHD**

### **Awareness, identification and knowledge- a vital tool for teachers.**

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#### **ABSTRACT:**

*Attention deficit hyperactivity disorder is a chronic behavioral disorder characterized by persistent hyper activity, impulsivity and inattention that impairs educational achievement and social functioning.*

*An evaluative research approach was adopted for the study. The present study was pre-experimental one group pre- test post- test research design was used. The sample size of the study was 100 school teachers of Jabalpur city. The instrument used for the data collection was standardized tool and was developed to assess the effectiveness of SIM on the knowledge about ADHD children among the school teachers. A structured teacher training counseling questionnaire and module was developed and was used in the study for the data collection.*

**KEY WORDS:** *ADHD- Attention Deficit Hyperactive Disorder, SIM- Self- Instructional Module, WHO- World Health Organization*

#### **INTRODUCTION:**

“Children must be taught how to think, not what to think.”

-Margret Mat

Children represent the future and ensuring their healthy growth and development ought to be a prime concern of all societies. Children spend most of their time in classrooms and other school settings. Here they are expected to follow rules, behave in socially appropriate ways, participate in academic activities and refrain from disrupting the learning process or activities of others. Teachers do not only have to teach learners the skills and knowledge that form part of the curriculum but they also have to teach them to behave in a manner that meets organizational, cultural and social expectations. However, the work of the teacher becomes much more demanding when there are learners in the classroom that have Attention Deficit Hyperactivity Disorder (ADHD). Their problems with attention span, impulse control and activity level frequently interfere with both classroom and social activities.

Attention Deficit Hyperactivity Disorders (ADHD) is the most commonly diagnosed psychiatric disorder of childhood (National Institute of health) [NIH] Consensus Statement, 1998). According to the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 1994), Attention Deficit Hyperactivity Disorders affects approximately 3% to 5% of school age children.

Attention deficit hyperactivity disorder is a chronic behavioral disorder characterized by persistent hyper activity, impulsivity and inattention that impairs educational achievement and social functioning. Attention deficit hyperactivity disorder was described by Dr. Hoffman in 1845, a physician who wrote books on medicine and psychiatry. The main causes for

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attention deficit hyperactivity disorder are minimal brain damage, malnutrition, genetic factors, early developmental psychodynamic factors etc.

According to Gerald Kaplan „Attention Deficit Hyperactivity Disorders are characterized by a developmentally inappropriate, poor attention span or age- inappropriate features of hyperactivity or impulsivity or both. The teacher is most often the first person to make a referral for assessment for ADHD, because the structured school environment means children with problems of inattention, hyperactivity and impulsivity exhibit behaviours with which the other children and their teachers cannot cope. Teachers also play an important role in the as-Attention Deficit Hyperactive Disorder, providing information on academic history and performance, social relations and general everyday functioning, thus playing a very important part in the screening for ADHD.

To improve the psychosocial aspects of school children there should be trained teachers. It is also required to develop an educational method that takes into consideration, its impact on the mental health of students. Inputs in the school health programme is likely to play a major role in the amelioration of social, behavioral and learning problems manifested in school children. The burden of these problems to individual’s families and community is extremely high. Mental health programme should be a part of comprehensive health programme including health education to teachers at all level from primary to high schools. Teachers should have enough knowledge to identify and help the children with psychiatric disorder like ADHD. When children exhibit behavior problems in school, teachers often are the first to recognize and recommend that they receive a comprehensive assessment. Beyond this initial recommendation, teachers play a key role in classification decisions in that their observations and reports typically are used in diagnosis and treatment determination.

**Research topic of The Study: -**

“Study to Assess the Effectiveness of Self Instruction Module on Knowledge Regarding Attention Deficit Hyperactive Disorder and to develop counseling module for School Teachers in the schools of Jabalpur city M.P”

**Objectives:**

Assess the knowledge regarding attention deficit hyperactivity disorder before intervention (SIM).

Assess the knowledge level of school teachers regarding attention deficit hyperactivity disorder after intervention (SIM).

Evaluate the effectiveness of Self Instructional Module by comparing pretest and posttest knowledge scores.

Compare the knowledge score between male and female teachers regarding attention deficit hyperactivity disorder.

Identify the association between the pre-interventional knowledge of school teachers with selected demographic variables.

Compare effectiveness of counseling training module by comparing pretest and posttest knowledge score.

### **Hypothesis:**

- H1: There will be a significant difference between pretest and post-test knowledge scores of school's teachers regarding attention deficit hyperactivity disorder after intervention.
- H2: There will be significant association between knowledge levels of school teachers with their selected socio demographic variables.
- H3: There will be a significant difference between male and female teachers.
- H4: There will be significant effectiveness of counseling module.

### **METHODOLOGY**

#### **Materials and Methods:**

An evaluative research approach was adopted for the study. The present study was pre-experimental in which one group pre- test post- test research design was used. The sample size of the study was 100 school teachers. The instrument used for the data collection was standardized tool and was developed to assess the effectiveness of SIM on the knowledge about ADHD children among the school teachers. A structured teacher training counseling questionnaire and module was developed and was used in the study for the data collection.

#### **Description of Tools**

##### Section 1:

Include demographic variables which contain 6 items like age, educational qualification, marital status, monthly income, teaching experience and previous knowledge about of Attention Deficit Hyperactive Disorder of school teachers.

##### Section 2:

Consists of standard tool to assess the knowledge of school teachers regarding Attention Deficit Hyperactive Disorder before and after administering Self-Instructional Module.

Poor knowledge score was 1-16

Average knowledge score was 17-34

Good knowledge score was 35-50

##### Section 3:

This section consisted of tool to assess the knowledge of school teachers before and after administration of teachers counseling training module.

Poor knowledge score was 1 – 8

Average knowledge score was 9 – 16

Good knowledge score was 17 – 35

### **SCORING OF SELF- INSTRUCTIONAL MODULE**

The score assigned to assess the knowledge of school teachers regarding Attention Deficit Hyperactive Disorder before and after administering self-instructional module.

Knowledge	Score
Never	0
Sometimes	1
Always	2

**SCORING OF TEACHERS TRAINING COUNSELLING MODULE–**

The score assigned to assess the knowledge regarding Attention Deficit Hyperactive Disorder before and after administering teachers training counseling module. The score is allotted to subjects who gives answer is YES get (1 mark) and who gave in answer in NO get (0 marks).

YES- 1

NO – 0

**DISTRIBUTION OF KNOWLEDGE SCORE FOR SELF INSTRUCTIONAL MODULE AND TEACHERS TRAINING COUNSELING MODULE**

Maximum mark-25

Minimum mark- 0

S.NO	LEVEL OF KNOWLEDGE	SCORE
1	POOR	1 – 8
2	AVERAGE	9 – 16
3	GOOD	17 – 25

Section -I – pilot study of knowledge of school teachers regarding ADHD before and after administration of self- instructional module.

The predominant objective of the pilot study was to help the investigator to become familiar with use of the tool and find out any difficulties while conducting main study. It aimed to assessed the feasibility of study, becoming more familiar with the procedure and makes plans for analysis.

In the month of November in Jabalpur city from 2/11/16 to 12/11/16 to assess the feasibility of the study and to decide data analysis plan. The prior permission was taken from the respective authorities. The investigator used convenient sampling technique to select the sample from total population.

The sample size for pilot study was 100 were taken from which subject was excluded from main study. Data for the pilot study were collected from subjects who fulfilled the inclusive criteria. The purpose of the study was explained to the subject. Pre-test was conducted and the self-instructional module was given. After one week was post-test was administered using the same tool which was used in pre-test.

Data was analyzed by statistical test. The pilot study did not show any change in the design of standard tool and the self-instructional module developed by researcher. The mean knowledge post-test score was (12.47) was higher than mean knowledge pre-test score (6.47). The mean difference between the mean knowledge score of pretest and post-test significance at ( $p < 0.05$ ) level. The pilot reveals that the tool was feasible and appropriate. The analysis was done by using differential and inferential statistics.

The analysis of the pilot study revealed the objectives of the study would be fulfilled. Based on this information, the investigator proceeded with the actual data collection for the main study.

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Section -II – Pilot study of knowledge of school teachers regarding ADHD before and after administration of teachers training counselling module.

The purpose of the study was to find out the feasibility of the study, clarity of language in and to finalize the plan for analysis.

### **EDUCATIONAL STRATEGIES- for teacher.**

The findings of the study have several implications for nursing education, nursing practice nursing administration and nursing research. Different domains of Attention Deficit Hyperactive Disorder at knowledge and practice level to be stressed during nursing training period and included in the curriculum of nursing students. The nursing teacher can use the result of study as an information illustration for the students, nursing education helps in inculcating

value and sense of responsibility in school teachers. This is essential part of nursing. Self-instructional Module can be used on a daily basis to empower newly diagnosed, there is a need to develop educational program for school teachers. It will be effective in promoting and reinforcing positive attitude in school teachers in school. It implies that repeated intervention along with feedback may be more effective.

Self -instructional module can be utilized during the period of induction training to the new nursing recruits. Nursing profession should be able to render service according to the changing need of the society. In the context of technological changes and knowledge explosion, nurse administrator should take responsibility to organize educational programmes to update the knowledge of school teachers.

Development of follow up system is important in the schools to observe the school teachers in handling of their children at school.

Self -instructional module can be used to teach the students learning nursing research regarding the tool preparation and its validation.

### **CONCLUSION:**

Teachers training counselling module is given to the teachers so that they understand that how they treat and prevent the ADHD at the time when child comes to the school first time. Thus, it is concluded that the self -instructional module on Attention Deficit Hyperactive Disorder was effective as a teaching strategy. Most of the selected demographic variables were found significant, hence on the basis of above findings it could be concluded undoubtedly that the written material prepared by the investigator in form of self-instructional module helped school teachers to improve their knowledge regarding Attention Deficit Hyperactive Disorder.

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